Birlesik Dünya Arastırma BD-CENTER Innovasyon ve Yayıncılık Merkezi

Cypriot Journal of Educational Sciences

Volume 16, Issue 6, (2021) 2916-2929

CJES Cypriot Journal of Educational Sciences

www.cjes.eu

Caring gifted people in Singapore and possibility of benefiting from them in Kuwait.

Mohammad Soud Alajmi [a] *, The Public Authority for Applied Education and Training, Basic Education College, Qusoor, Kuwait, https://orcid.org/0000-0001-6493-7159.

Suggested Citation:

Alajmi, S. M. (2021), Caring gifted people in Singapore and possibility of benefiting from them in Kuwait. *Cypriot Journal of Educational Sciences 16*(6) 2916-2929. https://doi.org/10.18844/cjes.v16i6.6238

Received from June 10, 2021; revised from August 20, 2021; accepted from October 30, 2021.
©2021 Birlesik Dunya Yenilik Arastirma ve Yayincilik Merkezi. All rights reserved.

Abstract

This study aimed to identify the reality of gifted students' caring in Singapore and the possibility of benefiting from them in Kuwait and to prepare some suggestions and recommendations that contribute to the support of gifted students in Kuwait in light of the Singaporean experience. The study followed the descriptive comparative approach by identifying the reality of gifted students in Kuwait and Singapore. The study developed some proposals and recommendations to assist these students in Kuwait, divided into three suggestions: to develop the state's role in caring for gifted students, to develop the capabilities of gifted students and their families and, finally, to develop the teachers' capabilities in educating gifted students.

Keywords: Gifted, caring, reality.

* ADDRESS FOR CORRESPONDENCE: Mohammad Soud Alajmi, The Public Authority for Applied Education and Training, Basic Education College, P.O Box 47022 Qusoor, Kuwait
E-mail address: Alajmi.edu@gmail.com / Tel.: +96597171705

1. Introduction

Investing, preserving and nurturing creative mental energies have become a persistent issue in our contemporary society. Many countries, especially Switzerland, Japan, Taiwan, South Korea, Malaysia and others, do not possess the material wealth mentioned. Yet, they stand in the ranks of industrialised countries that are significant. In addition, they have achieved this because of the good care they provide for the talented and gifted at different age stages and the optimal use of the creative capabilities of members to achieve the prosperity and development of society (Barakat & Wajdi, 2006).

A gifted student is considered a national treasure and a factor in the revival of his/her society in scientific, professional and artistic life. Therefore, the exploitation of his/her capabilities is intellectual, and education is necessary. The prosperity of any society mainly depends on talented and distinguished people (Al-Zahrani, 1999).

Kuwait has been keen on nurturing gifted students for a long time, compared to other countries, wherein they were the innovative leaders to introduce programmes to sponsor gifted students over many years. These steps did not have an opportunity to follow-up and were not sufficient to obtain advanced positions in the international competition for the provision of gifted students according to international standards, as Kuwait ranked 63rd on the global talent index, which is a disparate position to the economic resources that Kuwait had with its pioneering experience in the region.

The state of Kuwait has been concerned with supporting gifted students since 1985 by forming committees to study their conditions and to provide them with appropriate care. Efforts continued until a school for gifted students was opened, 'The gifted Academy' in 2016, given that Kuwait ranked 63rd, despite the earlier efforts made, which is relatively low. Thus, this situation urged us to search for the experiences of some countries that made efforts to sponsor gifted students and obtained advanced positions according to the results of the Global Innovation Index and the Global Talent Index. Singapore is one of these countries and there are similarities between them and Kuwait. Moreover, they are two small countries in size and are located between major countries. Singapore could rise quickly and achieve an advanced ranking according to the Global Innovation Index and the Global Talent Index. Perhaps using its expertise in nurturing gifted students may contribute to developing proposed mechanisms to develop gifted students' sponsorship in Kuwait, as it is considered a pioneering country in this field. Its education has transferred a quantitative leap quickly within the initiatives that created what is known as an advanced Singapore.

In this study, we review Singapore's experience in sponsoring gifted students and the programmes it provides to support them. How to benefit from it in Kuwait will also be highlighted. The main question of the study is as follows:

- What is the reality of caring for gifted students in Singapore, and how to benefit from it in Kuwait?

The above-mentioned question is divided into the following questions:

- What is the reality of caring for gifted students in Singapore?
- What is the reality of caring for gifted students in the state of Kuwait?

- What are the similarities and differences between caring for gifted students in both Singapore and Kuwait?
- What are the most important recommendations and proposals that resulted from the study and that would contribute to caring for gifted students in Kuwait in light of the Singaporean experience?

2. Method

The study follows the descriptive comparative approach for its relevance to the nature of the study. The steps in the study depend on the purpose, problem nature and country under study to compare the education of gifted students' caring in the state of Kuwait with what is in Singapore so that the similarities and differences between the two countries can be identified for comparison between them, which will help develop the system of raising gifted students in Kuwait in a way that suits the conditions of the Kuwaiti society.

2.1. Limitations of the study

2.1.1. Objective boundaries

The current study is limited to the reality of gifted care in Singapore and Kuwait. The two researchers chose the experience of Singapore as an advanced country to benefit from its experience in the field of gifted people and their care.

2.1.2. Temporal boundaries

This study was conducted in the 2020/2021 academic year.

2.1.3. Spatial boundaries

The study was carried out on Kuwait and Singapore.

2.2. Terminology used in the study

2.2.1. Gifted people

The term 'gifted' is used frequently in studies and in countries that care about them. In many studies, the word 'talented' is used at times and 'outstanding' also; these may be used together. In the state of Kuwait, it is preferable to use the term 'outstanding', and all of them refer to students with abilities that exceed their peers.

2.2.2. Gifted caring

There are many definitions of gifted caring. There are those who know it as 'the process carried out by basic education schools, in which special programmes and activities are provided to gifted students aimed at refining their talents, developing their abilities and drawing out their creativity' (Baghdadi,2013)

In the current study, nurturing gifted students is defined as procedural programmes and activities that Kuwait and Singapore use to meet the needs of gifted students and develop their capabilities.

3. Results

3.1. Answer to the first question: What is the reality of gifted care in Kuwait?

The journey of caring for outstanding students in the state of Kuwait went through several stages, beginning with the formation of academic and educational committees to study the conditions of students in public education schools in 1973, where some reports were issued on the reality of the outstanding category and how to take care of them, care which began to make its way already during the 1970s, and was confirmed after that in the 1980s and 1990s, with the issuance of ministerial to decisions, according the following stages:

3.1.1. First stage: gifted caring before 1985

Attention to excellence has been a preoccupation for those responsible for education since the state of Kuwait began to take its place as an independent state, as Kuwait is one of the first Arab and Gulf countries that paid attention to sponsoring talented students (Abu Alam, 1985). The talented people are represented in the formation of a scientific committee to study their conditions. The formation of this committee was the first step taken by the state of Kuwait on the path of caring for the outstanding (Al-Mashaan, 2000).

3.1.2. Second stage: after the issuance of the Ministerial Resolution No. 86/135

The importance of exerting intensive and organised efforts to achieve the best possible return from caring for the gifted was confirmed. Accordingly, Ministerial Resolution No. 135 of 1986 was issued to care for outstanding students, according to which a higher council was established to care for outstanding students headed by the Minister of Education. Efforts to sponsor talented people went in several directions, most notably the care of excellence in schools – the establishment of special centres for the care of outstanding students (Al-Anzi, 1994).

3.1.3. Third stage: establishing the Council of Special Education and the General Secretariat for Special Education by the Ministerial Resolution (93/179)

The ministry has set special goals for each of the projects carried out by the General Secretariat for Special Education to take care of these groups. Gifted care has been granted the establishment of its supervision by the Ministerial Resolution 1995. It has established three centres for the care of gifted students for all the governorates of Kuwait, where work began in the academic year 1996/1995 (Al-Qattan, 1998).

3.1.4. Fourth stage: Joint National Committee for the Care of Innovative Activity by the Ministerial Resolution (96/21330)

This committee aims to discover talented people and create an appropriate climate to develop their capabilities, refine their talents, provide their needs, advance societal development, provide protection for intellectual property and encourage studies and research related to talented creative people through the establishment of a special programme for gifted students, setting strategies and drawing

up implementation plans for the gifted in the state of Kuwait. This committee is from the General Secretariat for Special Education, the Endowment Fund for Scientific Development, Kuwait University, the Public Authority for Applied Education and Training and the Kuwait Foundation for the Advancement of Sciences.

3.1.5. Fifth stage: Summer care for the gifted, according to the Ministerial Resolution (1997/30563)

The integrative concept adopted by the General Secretariat for Special Education in the care of outstanding students has made sure that the care of these students does not stop with the suspension of studies during the summer vacation. From here, the secretariat sought to create a system that guarantees the continuation of providing integrated care for them, which was achieved through the establishment of the Scientific Club Al Saifi for the care of outstanding students and aims to continue caring for outstanding students during the summer vacation with various programmes related to developing creative, interactive and behavioural skills, nurturing special talents, stimulating motivation, deepening self and social awareness, interactive behaviour training and leadership practice.

3.1.6. Sixth stage: nurturing the gifted in the secondary stage, according to the Ministerial Resolution (32544/2000)

It has been approved to establish morning classes attached to the morning governmental secondary schools for the courses concerned with providing care to these students through the establishment of classes for outstanding students in the secondary stage. These outstanding students are taught by highly qualified teachers who were selected on scientific grounds and then enrolled in a specialised training course in the development of thinking and methods of teaching talented students and identifying their characteristics and needs.

3.1.7. Seventh stage: establishment of a special secondary for gifted students in the Ministerial Qur'an (478/2002)

The tasks of the committee were to review previous studies on topics and make use of them and study the criteria for selecting the school administration and students required to implement this project, choosing the appropriate place, setting specifications for the building, proposing facilities for the school such as playgrounds, preparing the budget and costs necessary for the school project and setting all that would bring out the school in an appropriate manner, in addition to providing full supervision of the implementation of the project.

3.1.8. Eighth stage: abolishing the General Secretariat for Special Education and creating supervisors for Special Education Ministerial Resolution (239/2008)

This cancellation was based on the minister's office's perception of expanding special education programmes through the policy of inclusion in public education within a project to implement total integration in schools according to a timetable. The ministerial decree (2008/496) was issued regarding the terms of reference for monitoring special education and its organisational units in the educational district. Talented care has a share in this expansion. It is maintained within the structure of the Special Education Supervision Department and the Gifted Care Department, which are concerned with following-up the ministry's plans in this field.

3.1.9. Ninth stage: Sheikh Sabah Al-Ahmad Centre for Giftedness, May 2010

With a sublime initiative of His Highness, the Sabah Al-Ahmad Centre for Giftedness and Creativity was established so that the centre would become an internationally distinguished institution concerned with discovering and caring for the distinguished, talented, and creative people of the State of Kuwait and investing their creativity for development and bringing them to the world, according to international standards when defining the concept of excellence and providing care to the target groups And linking youth efforts with development by providing the appropriate environment and climate in a way that highlights their distinction, talents, and creativity.

3.1.10.Tenth stage: Talent Academy 2016

What distinguishes this academy from other Kuwait public schools is that it is an educational institution specialised in caring for gifted students in many fields and provides the appropriate specialised educational environment to adapt their abilities, interests, preferences, orientations, aspirations, thinking patterns and personalities, such as providing low-density classrooms and providing modern educational tools and tools that help them with understanding and comprehension, ease of learning, a sense of excitement and excitement and academic contents that challenge their abilities or suit their level of thinking and their needs for research and learning.

3.1.11. Strategy of the state of Kuwait in caring for outstanding students

Within the framework of the efforts of the Ministry of Education in the state of Kuwait to create a suitable environment for the education of the people of the state, the future strategy for the development of education in the state of Kuwait is until 2025 AD, which was issued by the ministry in January 1998 AD, in support of the measures and steps that have been taken and the educational directions that have been adopted from the beginning of the 1960s until now. This strategy aims to make a fundamental qualitative leap in the citizen's attitudes and the level of his/her knowledge and skills, bringing the level of his/her actual capabilities to the effective contribution to meeting the requirements of comprehensive development in his/her society in light of the influences confirmed by the research and studies conducted on the reality and foresight of the future (Al-Mashaan, 1998).

The criteria for selecting the outstanding students are as follows:

• A high level of intelligence of no less than 120 on individual verbal tests.

• A high achievement level that puts the child in the best 5–10%.

• Mental preparations with a high level of evaluation thinking.

• Mental preparations with a high level of innovative thinking.

• Preparations with a high level of social leadership (General Secretariat, 1997).

3.2. Answer to the second question: What is the reality of gifted students' caring in Singapore?

Singapore ranked seventh in the Global Innovation Index for the year 2015. It continued among the top 10 countries in the world in this index, where it ranked eighth in 2020. In the Global Talent Competitiveness Index, Singapore ranked second from 2015 to 2019 and decreased to third place in

2020; however, these advanced centres around the world are evidence of the Singaporean Ministry of Education's interest and care for the gifted.

In 1981, a mission headed by the Minister of Education in Singapore was sent to acquaint with and learn about gifted sponsorship programmes in other countries, and among the results of this mission was the recommendation that there is an urgent need to start providing programmes for gifted children in Singapore, as it benefited from the experience of the United States of America, China and Russia.

3.2.1. First stage: establishing a programme to sponsor gifted students

In 1983, a proposed concept for the Gifted Education Programme in Singapore was presented, which defined the methods for selecting teachers and students for the programme. An enrichment programme was proposed, and in May, a special projects unit called the Gifted Education Division was established wherein teachers were trained, new curricula and materials were prepared, the programme implemented and its development was monitored. The team was trained by a specialist in gifted education from the United States. A special advisor was added to the programme, which follows the different stages of planning and implementation.

3.2.2. Second stage: application of the gifted student sponsorship programme

In 1984, the piloting of the project began in two primary schools and two secondary schools. In 1985, a third primary school was added to the pilot project, and in 1988 another secondary school was added to be a third secondary school that implements the Gifted Education Programme (GEP). The six schools in the project have become care centres for the gifted in different regions of Singapore. After that, centres were opened in other primary and secondary schools, until the number of centres for the primary stage became nine centre, and the number of centres in the second stage reached six centres with different levels of application, as the programme extends with the student upon the transition to the secondary school stage (baccalaureate)

3.2.3. Third stage: comprehensive integration phase

In 2007, the centres at the secondary stage were reduced to two centres only after some secondary schools began implementing their programmes known as integrated programmes in cooperation with the colleges and intermediate institutes they are affiliated with. These schools are no longer under the umbrella of the Gifted Education Programme. GEP, however, still has quality programmes within the Integration Programmes for Gifted Students. In general, what happened was not a radical change, as it seemed that the changes occurred in the name more than what happened in the content and organisation. It appears that the general form of the GEP is in effect. With the beginning of 2008 AD, opportunities for integration and interaction between students were opened under the umbrella of the programmes [Integration (Inclusion) Ministry of Education in Singapore, 2012, pp. 15–18].

3.2.4. Admission to the programme

Admission begins with the submission of all third-grade students who reach the age of 9 years to pass two phases of selection: the first is the survey and the other is section selection, based on the result of these the percentage of 1% of the highest will be selected from the student whom will be enrolled in the programme.

The criteria for acceptance are as follows:

- Torrance scale of innovative thinking, a measure of special mental abilities.
- Wexler scale of children's intelligence, personality traits, academic achievement and creative output.

3.2.5. Nature of the gifted nurturing programme in Singapore

The selected student in the programme finishes 3 years from grade four to grade six; after that, they can choose to continue studying in the programme only through integrative programmes (integration) or, in general, education programmes because some parents and students themselves complained somewhat about the high pressures they encounter in the programme. Schools are left with the option to set up enrichment programmes, various experiences and a separate evaluation system, with the participation of a group of schools that implement the programme.

3.3. Answer to the third question: What are the similarities and differences between gifted caring in Singapore and Kuwait?

After reviewing the theoretical framework to determine the similarities and differences between the two countries, trying to benefit from the Singaporean experience in nurturing the talent and comparing it with the experience of the State of Kuwait, the following results were reached:

3.3.1. Beginning of interest in gifted students

In 1983, a proposed concept was presented for a gifted sponsorship programme in Singapore, which defined the methods for selecting teachers and students for the programme. An enrichment programme was also proposed, while in Kuwait, the importance of intensive and organised efforts to achieve the best possible return from caring for the gifted was issued. According to the Ministerial Resolution No. 135 of 1986 for the Care of Outstanding Students, a Higher Council for the Care of Outstanding Students was established, headed by the Minister of Education, i.e., 3 years after Singapore.

3.3.2. Programmes that include sponsoring talented students

Singapore has offered computer enrichment programmes for the fourth and fifth grades, creative writing programme in the Chinese language, apprenticeship programme in computer science and seminars in mathematics for the first to fourth secondary grades, as well as the leadership development programme for the third and fourth secondary grades, and launched the International Olympiad in Physics to train distinguished students for the fourth grade of secondary school. With the beginning of 2008, opportunities for integration and interaction between students were opened under the umbrella of integration programmes (inclusion) and Singapore began integrating programmes to face criticisms of the GEP, while in Kuwait efforts to sponsor the gifted in several trends were supported, most notably for the care of excellence in public schools and the creation of special programmes to care for outstanding students; the establishment of the Summer Science Club programme for the care of outstanding students and aims to continue caring for outstanding students during the summer vacation with various programmes related to developing creative, interactive and behavioural skills; caring for

special talents, stimulating motivation, deepening self and social awareness, training interactive behaviour and practicing leadership.

3.3.3 Means of detecting gifted students

In both Singapore and Kuwait, many tests are conducted for gifted people using the Wexler scale for children's intelligence, personality traits, academic achievement and creative output through the Torrance Scale of Creativity.

3.3.4. Where to sponsor gifted students

Nurturing talented students in Singapore began through piloting the project in two primary schools, two secondary schools, specialised centres and then successively opened centres in other primary and secondary schools until the total number of centres for the primary stage became nine, and the number of centres in the second stage reached six with different levels of application where the programme extends with the student upon the transition to the secondary certificate (baccalaureate) stage, then the approach to integration schools was carried out, while in Kuwait, the beginning was the establishment of three centres to care for gifted students for all the governorates of Kuwait, where work began in the school year 1996/1995, and after that, the establishment of morning classes attached to the morning governmental secondary schools for the courses concerned with providing care to these students was approved. After that, the Talent Academy was established and distinguished from other Kuwait public schools as an educational institution specialised in caring for gifted students in many fields providing an environment. The appropriate specialised educational programme adopts their abilities, interests, tendencies, orientations, aspirations, thinking patterns and personalities.

3.3.5. Criteria for selecting gifted students

In Singapore, talented students from the third grade of primary school are revealed to all students, and then the successful ones are tested in another stage and so on until some talented students are reached, while in Kuwait, the scales are based on a high level of intelligence of no less than 120 in the tests. Verbal individuality and a high achievement level put the child within the top 5%, mental preparations with a high level in evaluation thinking, mental preparations with a high level in innovative thinking and high-level preparations in social leadership.

3.3.6. Admission policy in the gifted student care programme

In Singapore, admission begins with the submission of all third-grade students who reach 9 years to pass two stages of selection: the first being the survey phase and the second being the selection phase. Through the results of these two stages, the top 1% of students who will join the programme was selected. However, in Kuwait, admission takes place from the fourth grade of primary school after the student passes the admission criteria in the third grade of primary through nomination processes in which the teacher, guardian and psychologist participate and screening through various measures to reach the top 5% of students who are entitled to join the programme.

3.3.7. Strategy in caring for gifted students

In Singapore, the applied strategy was to leave schools with the option to develop enrichment programmes and various experiences and a separate evaluation system or with the participation of a

group of schools that implement the programme, and in Kuwait a future strategy for the development of education in the state of Kuwait until 2025 AD, which was issued by the ministry in January 1998 AD, including the state's approach to nurturing the gifted.

3.4. Answer to the fourth question: What are the most important recommendations and proposals that resulted from the study and that would contribute to the development of gifted caring in the state of Kuwait in light of the Singaporean experience?

It is evident from the above that human wealth is the active wealth in the advancement of people and societies. This is what created the interest in caring for the talented and developing their capabilities an urgent necessity because they are the true and permanent wealth of the society.

Singapore did not rely on financial resources only to build a successful educational system capable of meeting the needs of individuals, but rather a vision and community participation led to the crystallisation and formulation of educational goals with clear features and borders and can be applied on the ground. This is what we need in the state of Kuwait from the need to benefit from the Singaporean experience.

Singapore's experience in the field of education and gifted education is worthy of attention and reflection, especially if we take into account that the educational system in the state of Kuwait is witnessing remarkable development and is trying hard to reform and develop the educational system in a way that achieves comprehensive development. Perhaps the establishment of the Sabah Al-Ahmad Centre for Giftedness is evidence of striving to advance talented people based on the above. The researchers put forward some proposals to develop gifted care in the state of Kuwait, taking advantage of the Singaporean experience in sponsoring gifted students.

4. Discussion

The current study aims to build on Singapore's experience in developing talented care and developing proposals and recommendations that will improve support for talented people in Kuwait by learning about the reality of caring for talented students in Singapore, identifying the similarities and differences between caring for talented students in Singapore and preparing proposals and recommendations that contribute to the development and care of talented people in Kuwait.

Singapore has succeeded remarkably in what it sought to reform and develop its education system. It is worth mentioning that some of the reasons enabled Singapore to achieve this remarkable success in building a world-class educational system from a fragile foundation in a short time.

Lee Kuan Yew selected the most competent personalities in Singapore to work in the government and form a successful work team. Lee Kuan Yew was keen on briefing the government on many pioneering global experiences and making use of them before embarking on setting government policies (Al-Jubeir et al., 2015).

The Global Innovation Index is one of the global indicators that measures the performance and development of innovation in the world countries. The index is concerned with monitoring government policies directed towards the concepts of innovation and the impact of these policies on economic growth rates and the progress of development projects.

The index seeks to improve how the innovation performance in countries is measured and understood and to create an environment that helps identify the factors that contribute to its development and continuation, which would greatly contribute to enhancing economic growth, improving productivity, increasing job opportunities and facing economic challenges (Lanvin & Monteiro, 2020).

The index began to appear for the first time in 2013, and the index is concerned with entrepreneurial gifted and global competitiveness and the index issued by several global institutions consider that their data and analyses help decision-makers to develop gifted development strategies, overcome the lack of talent and increase competitiveness in the global market.

The index is based on six basic criteria: empowering, attracting, developing and retaining talent, professional and technical skills, global knowledge and calculating the percentage of each criterion separately, after which the average percentage obtained by the country for the criteria above (Cornell University, INSEAD, & WIPO, 2020; Lanvin & Monteiro, 2020).

A comparison between Kuwait and Singapore in the Innovation Index for 2015 showed that Singapore was ranked seven, while Kuwait ranked 77 globally. On the Global Talent Index, Singapore ranked second in the world, while Kuwait ranked 51, while in 2020, Singapore was ranked 8 and Kuwait is ranked 78. On the global talent index, Singapore is ranked third in the world, while Kuwait is ranked 63 (Cornell University, INSEAD, & WIPO, 2020; Lanvin & Monteiro, 2020).

The results of the 2019 TIMSS Global Tests in Science and Mathematics (TIMSS), which is an international measure that measures students 'abilities in mathematics and science through standardised tests in which students of the fourth and eighth grades participate, confirm the progress of Singapore's students' performance in the world', as Singapore ranked first in the world in science and mathematics.

The results obtained by Kuwait indicate that it will continue to occupy lagging places concerning its countries ranking among the participating globally. Kuwait ranked 55th for fourth grade out of 58 participating countries worldwide in the mathematics test and 54th in the science test. In the eighth grade, Kuwait ranked 36th out of 39 countries participating in the mathematics test and ranked 34th in the science test (TIMSS, 2019).

5. Conclusion

- Developing gifted education and care in the state of Kuwait includes providing talented individuals with a variety of in-depth experiences through the application of enriching programmes in their various forms.

- The necessity of linking and exchanging experiences between teachers of talented schools and teachers of public education schools, holding courses, workshops and discussion sessions between public education teachers to provide them with knowledge and positive trends towards sponsoring the gifted and holding debates between supporters of and opponents of comprehensive inclusion.

- This study may be a building block for further studies that develop and nurture gifted students in Kuwait.

- This study may reveal some of the obstacles that prevent the development and nurturing of gifted students in Kuwait.

- This study may identify new axes from the reality of Singapore's experience, which provides many solutions to support and develop nurturing gifted students in Kuwait.

- This study may assist many researchers in different countries in developing and nurture talented students in their countries.

6. Recommendations

6.1. First, proposals to develop the state's role in gifted students' caring

1. Benefit from the Singapore experience from its ability to contain many cultures because they are individuals who do not speak a unified language and have different cultures. But from this diversity, they were able to form a unique society as individuals of different ethnicities living in one community and now speak a unified language which is not their mother tongue, which is the English language, for diversification was a way to success, not to discrimination and conflict.

2. Work to integrate the efforts exerted in Kuwait to take care of the gifted, and the methods of selecting them, according to a clear vision, as Singapore reveals all students from the third grade of elementary school, so early detection in Kuwait of this category must be carried out for fear of their demise and their decline.

3. Learn about the mechanism that Singapore adopted in teaching mathematics and science, which contributed to them obtaining advanced positions globally.

4. Expand the establishment of scientific research centres at the level of the state of Kuwait and linking them with distinguished international research centres.

5. Link the education of gifted students with the applied aspects of their talents to develop and direct them.

6.2. Second, proposals to develop the capabilities of gifted students and their families

1. Hold scientific camps with a variety of programmes that meet the diversity of the interest of gifted students.

2. Focus on gifted education on scientific concepts.

3. Provide opportunities for integration and interaction among students under the umbrella of integrative programmes (integration).

4. Increase the interaction of the families of gifted children in the gifted care programmes.

6.3. Third, proposals to develop the teacher's capabilities in educating gifted students

1. Continuously train teachers of gifted students to keep up with the rapid and successive changes in all areas that the teacher needs to develop his/her abilities and capabilities.

2. of Admission is restricted to the top third high school graduates in teacher preparation programmes, as in Singapore, to improve the inputs in the teacher preparation programme to obtain the best outputs.

3. Approve financial incentives for workers with talented people and linking incentives to talented people's achievement.

Those in charge of caring for the gifted in schools are chosen from those with competence and specialists. An official in each school specialising in gifted education should be appointed without burdening him/her with teaching to support the gifted appropriately. However, in Singapore, school leaders and teachers were given more independence in creating methods that fit their school environment and the needs of their students.

References

Abu Allam, Rajaa, & Al-Omar, Badr (1985). Preparing a program to take care of mentally superior children. *The Educational Journal, 3*(11), 9–42

Al-Anzi, S. (1994). *The reality of caring for outstanding students and their future needs is seen by educators in the State of Kuwait*. A magister message that is not published. Manama, Kingdom of Bahrain: Arabian Gulf University.

Al-Jubeir, T., & Al-Fayez, W. (2015). Singapore's experience in education, *The World of Education,* (52).

Al-Mashaan, D. (2000). *March of the project to sponsor outstanding students*. Kuwait City, Kuwait: Ministry of Education.

Al-Mashaan, D. (May 1998). *Efforts of the State of Kuwait in nurturing outstanding students* (pp. 25–34). Working paper presented to the Scientific Conference for the Gifted and Talented, 16–17 May, Emirates: Al Ain

Al-Qattan, N. (1998). *Analysis of field forces affecting the continuation of mentally superior students in the project of caring for outstanding students in the State of Kuwait from the viewpoint of students, parents, and teachers* (Unpublished master's thesis). Arabian Gulf University, Kingdom of Bahrain.

Al-Zahrani, K. (1999). *A suggested counselling program to develop some aspects of personality among gifted children* (pp. 2–23). A working paper presented to the Talented Child Conference, an Investment for the Future, during the period from 28–30 November. East Riffa, Bahrain: Bahrain Society for Child Development.

Barakat, & Wajdi, M. A. (2006). *Caring for the outstanding student community from the perspective of general practice in social service* (pp. 2–43). A paper presented at the Nineteenth Conference on Quality Assurance and Accreditation in Social Work Education in Egypt, the country and the Arab world, from 12–13 March 2006 at Helwan Universit.

Baghdadi, M. (2013). Methods of discovering and caring for the gifted in light of the experiences of East Asian countries, *World Education Journal*,14 (42) 79-127

Cornell University, INSEAD, & WIPO. (2020). *Global innovation index 2020: Who will finance innovation?* Geneva, Switzerland: WIPO.

General Secretariat for Special Education in the State of Kuwait (1997). *Annual Report for the year 1996/1997*. Kuwait City, Kuwait: Ministry of Education.

International Association for the Evaluation of Educational Achievement (IEA) (2019). *Times 2019 Assessment Frameworks*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College and International Association for the Evaluation of Educational Achievement (IEA), United States of America, Library of Congress. http://timss.bc.edu/

Lanvin, B., & Monteiro, F. (2020). *The global talent competitiveness index 2020*. Fontainebleau, France: INSEAD.

Ministry of Education Singapore (2015). *Primary school education preparing your child for tomorrow* (pp. 3–11). www.moe.gov.sg

Sabah Al-Ahmad Center for Giftedness and Creativity (2020). *Who are we?*